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ABSTRACT

This presentation assists educators, parents, and community leaders in determining how auxiliary personnel may best be utilized in public schools. It is suggested that the introduction of auxiliary personnel into a school system may provide more individualized education for children and youth, make possible a more flexible structure in the classroom, make the job of teachers more manageable and productive, serve to link school and community more closely, and induce a reassessment of all educational roles. The article explores what is needed to realize this potential to the fullest, giving particular consideration to planning, selection criteria, possible functions of auxiliaries, training for the auxiliaries and teachers with whom they work, career ladders, and certification. Historical background information was prepared from "Guidelines for Career Development of Auxiliary Personnel" provided by the Division of Teacher Education and Certification of the New York State Education Department. Information relative to the bilingual teacher in school and community relations was prepared with substantial contributions from the Office of Bilingual and School Community Relations of the New York City Board of Education. (RL)

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Auxiliary Personnel in Bilingual Education
A message to be delivered at the TESOL Conference, Jung Hotel, New Orleans, Louisiana on March 7, 1971

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Definitions

For the purpose of structuring guidelines and responsibilities the following job definitions should be considered:

1. Auxiliary Personnel - means an employee of a school system who, though lacking the traditional requirements for the education profession, performs auxiliary functions as defined in Webster's New World Dictionary, i.e.: to "help, assist, and give aid and support to" the learning-teaching process. Such school personnel may be at the aide, assistant or associate level, so that "auxiliary" is the umbrella term covering various levels of job classification. It also covers various areas of activity, such as assistance in the classroom, library or counseling office.
2. Associate - means the third level position for auxiliary personnel, with proportionate increase in requirements and responsibility and appropriate decrease in supervision.
3. Assistant - means the second level position for auxiliary personnel, with higher requirements, more responsibility, and less supervision.
4. Ancillary Personnel - means professionals, other than classroom teachers, who provide specialized educational services -- such as counselors, librarians, curriculum specialists.
5. Aide - means the first or entry-level position for auxiliary personnel -- "entry" in the sense of entering a new career at the lowest level.

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Basic Premises

The appearance of auxiliary personnel in bilingual education classrooms in New York State is already gaining popularity. Hence there should be basic premises, understanding and coordination if we are to provide a basis for assessment in districts currently employing auxiliary personnel and introducing this form of human resource.

There is increasing evidence in research and demonstration programs to support basic premises such as:

1. That the involvement of persons with a wide range of skills, training, experience, background, and potential may provide a <u>better learning environment</u> than the assignment of all educational tasks in a classroom to one person who, alone, must attempt to meet the individual needs of many pupils.
2. That participation in the learning-teaching process of persons from the neighborhood served by the school, particularly parents, may increase home-school-child interaction.
3. That broad community involvement in planning educational programs may contribute materially to the social relevance of such planning -- i.e. relevance to the needs, interests and real concerns of the school population.
4. That the opportunity of career development for auxiliaries may serve to motivate them in two district but interrelated ways: (a) in terms of their personal growth and ability to cope with life situations; (b) in terms of their increased competence on the job.
5. That the establishment of a new career line for auxiliaries may foster career development for the total educational enterprise, with new leadership roles at various occupational levels and increased motivation for professional growth throughout the system.

Current Trends

Our primary concern relates to initiate an effort to assist educators, parents, and community leaders as they ask not WHETHER but HOW auxiliary personnel may be utilized in the bilingual programs in the schools of New York State.

With hundreds of thousands of auxiliaries employed by school systems throughout the country and more than ten thousand employed in New York City alone, it would appear that this new source of manpower is a fact, not merely an idea. There is little likelihood that it will suddenly disappear. Actually, the trend is toward more and more rapid escalation of the use -- and occasionally the misuse -- of this new and highly important human resource.

The introduction of auxiliary personnel into a school system may:

a. provide more individualized education for children and youth.

b. may make possible a more flexible structure in the classroom.

c. may make the job of teachers more manageable and productive.

d. may serve to link school and community more closely.

e. may induce a reassessment of all the roles in education.

What is needed in order to realize this potential as fully as possible in community after community specifically, is planning, a selection criteria, possible functions for auxiliaries, and for professionals with whom they work, and a career ladder so as to establish auxiliary personnel as true partners in the serving professions. Some type of certification may be necessary but it may be premature at this time.

Planning

Planning requires goals that are realizeable and also relevant to the needs, interests, and desires of the pupil population. It requires establishing a set of priorities according to the specific structures of various settings used in bilingual education. Finally, and most fundamentally,

it requires the participation of all those concerned with career development in the schools.

One question often asked in the initial planning stages is: "What is the one overriding objective of the program: to create jobs for the poor or to improve the quality of education?" For any program in a school setting there can be only one answer: The prime concern is for the child as a learner. However, the child does not cease learning when he leaves the classroom. He is not one human being from 9 a.m. to 3 p.m. and a separate being for the remainder of the day. He is one person. His learning, growth, and development all stem from the totality of his life experience. Hence, the school cannot divorce itself from its social setting any more than the child can from his.

It is my belief that even if there were no need for jobs for the unemployed and the underemployed, the inclusion of persons of widely differing skills, training, work experience, socio-economic background, and life histories on the school team may be of distinct benefit to the learner. Particularly in economically disadvantaged areas, the involvement of parents from the community, both on school boards and as employees, may have real meaning for the quality of education. Our bilingual programs enables auxiliary personnel to further enhance the normal activities of the program by inserting authentic bilingual and bicultural aspects normally absent in regular programs.

Specific Recommendations for Planning

There should be recognition of the fact that the initial thrust to use auxiliary personnel in a bilingual program may come from various sources - from one concerned individual, from an informal group of lay persons, or through a formal resolution of a teachers' union or a parents' association. Whatever the source, planning is helpful in drawing up a comprehensive plan including recruitment, selection, training, role development, and a career

ladder which provides stable employment and opportunity for advancement.

There should be self-orientation by the planner at the outset, including review of literature in the field, visiting other bilingual programs, and consultation with experts, and a review of bilingual-bicultural gains.

A survey should be made by an appropriate unit. The survey may cover such items as: the learning needs of pupils; the educational tasks which must be performed to meet those needs; existing resources, both human and material; and the skills and knowledge required by those who will be performing the needed functions of a bilingual program.

A tentative program should be developed by the planner to meet the learning needs which have been identified -- a program which is characterized by opennness to who will do what at each point in time and in each learning situation. The tentative program should indicate not only goals but proposed strategies that can be used in a bilingual education program. The tentative program should be interpreted to key people and their reactions sought.

A School-College-Community Advisory Committee should be appointed by the administrator of the sponsoring institution or the heads of cooperating institutions and agencies through the recommendation of the person responsible for the bilingual program.

The initial functions of the Advisory Committee, shall be to assist in clarifying goals, identifying the needs that can be met by utilizing auxiliary personnel resources in bilingual education.

The tentative program should be revised in the light of these discussions and translated into a working plan of operation, when funds have been made available. Specific responsibility for the execution of the program should be assigned to an individual.

Selection, Recruitment, and Placement

A key item in the working plan of operation is specificity about the kind of auxiliary person needed to work in bilingual education programs. Selection, recruitment and placement policies will flow from this decision.

Another influential factor is the regulations of the funding agency, when sources other than the regular school budget are utilized. If anti-poverty funds are used, those employed must be at or below the poverty level. This does not mean, however, that a person should be employed simply because he is poor. He should also possess those personal traits which are deemed important in wholesome and constructive relations with children and youth. Therefore, not only are selection criteria significant but also selection procedures, so as to discover latent talent; to "screen in", rather than "screen out" those who have lacked opportunity or incentive to develop their potential, thus far; and to identify those human qualities which studies have shown are more likely to be predictive of success as an auxiliary than the number of years of schooling prior to employment.

The size and socio-economic level of the school community will affect the selection criteria, methods of recruitment, and placement of auxiliaries. In a small rural community, the budget for the whole school operation is so small, relatively speaking, that the addition of many auxiliaries would be out of proportion. Therefore, it may be necessary to place one service aide to provide clerical functions in each school and limit the classroom aides to kindergarten and the early childhood grades. This would affect the kinds of skills, interests and personal characteristics required of the candidates. Moreover, in a small town, where people usually know one another fairly intimately, less formal recruitment and selection procedures would be appropriate.

In economically depressed areas, the employment of low-income auxiliaries from the neighborhood is crucial to establish a link between the school and the community. In more affluent areas, the low-income auxiliary may help to broaden the child's vision of the world and its people, by providing contact with someone of a different background.

Specific Recommendations for Selection Criteria

The applicant must be literate but there should be no academic requirements at the entry level. The question is sometimes raised as to whether the person who does not speak fluent English will be a poor speech model for the child. Opinions vary but there is wide support for the contention that human interaction is more important in learning than didactic instruction. However, the grade level and the type of function to be performed should be taken into consideration in the decision as to academic requirements. Bilingual education permits a more flexible arrangement for selection because of the multiple number of functions involved in the use of bilingual and bicultural skills, however.

The applicant must meet the health requirements of the state and of the district for positions involving contacts with children and youth and is also willing to abide by the rules of the school. He must appear to possess the personal traits and characteristics deemed necessary for wholesome and helpful relationships with children and youth.

Selection procedures should place heavy emphasis upon interviews, simple role playing procedures, and observations of applicants in action with children (if possible). Selection procedures should minimize written tests, since some tests have been found to be culturally loaded, and since many low-income persons are less comfortable with the written word than with the spoken word.

Suggestions for Recruitment

A special effort should be made to recruit male auxiliaries so as to provide a role model with which male pupils may identify and to balance the heavy representation of females in the schools. A difficulty which may arise is the resistance of males to working under female jurisdiction, and the image which many young males -- particularly drop-outs -- have of the school.

Parents of children enrolled in the school should be sought out so as to help in making the style of life in home and school more in harmony, thus preventing the necessity for the child to "flip back and forth from one climate to another each day." This may add to his security and his sense of being "at ease," and release him for learning. Parents who understand the goals of the school may help to interpret them to neighbors.

High school students should be involved in a work-study program, which will lead to a diploma and also qualify them for employment as aides in the human services (education, health, social services, corrections, etc.) after graduation, - i.e. a new type of vocational training.

School secretaries who have an interest in a more direct involvement in the learning-teaching process should be recruited for positions at the associate level where salaries would be comparable with those which secretaries command.

Students in senior and junior high school should be utilized in tutorial work with younger children, even when a work-study program is not possible. These are not "auxiliary personnel" as defined precisely, since such students are not employed, but they do "help, assist, give aid and support to" the learning-teaching process. It has been found that non-English speakers who have reached high school level often show remarkable progress in

their own reading ability when they teach reading to children in the first, second and third grades.

Often in bilingual education programs, volunteers, particularly parents, may have special skills and interests which they could share with the children. They, too, are not technically "auxiliaries," since by definition they are not employed. Sometimes difficulties arise when some persons are paid and others are not paid for doing the same thing. The distinction is that employees must make a full-time commitment which volunteers are unable or unwilling to do. Tactful interpretation of this difference is necessary.

Recommendations for Placement

Careful teaming of professionals and auxiliaries should be made with understanding that specific placements are not necessarily permanent. If it is made clear that a certain number of changes are expected, they can be carried out without hurt feelings when personalities appear to clash.

The desire or lack of desire of professionals for participation in the program should be considered, wherever possible.

The auxiliary, after a period of preservice training which includes a practicum experience in several roles, must be given an opportunity to choose the particular role he would like to perform, such as: classroom aide, general school aide, library aide, counselor aide, home-school partner, community service and interpreter. Specialized training in the role he has chosen would ensue. An alternate method is to recruit specifically for each role. In some situations, this may be preferable to a deferred choice of role.

Final placement should follow a period of actual work experience on a trainee or probationary basis. It is important that, if lateral transfer is indicated (i.e. from one type of aide category to another -- such as classroom aide to library aide or to general school aide), choices be made available among several other meaningful activities. If, after mutual exploration of the possibilities, employment outside the school system appears the best course of

action, vocational counseling and placement assistance are essential.

A classroom aide should work with one or at most two teachers. There is little hope of a team approach or of effective utilization of the services of a person whose work is scattered and diffused. The teacher who knows an aide is to be with him for only a few hours a week saves a routine task for that period and there is no relationship to the pupils nor involvement in the learning-teaching process. On the other hand, the teacher who expects an aide for at least half a day every day, has an opportunity to plan with his helper for varied and creative activities.

A coach-counselor-coordinator should be assigned to each school where a considerable number of auxiliaries are working. He would supervise and serve as advocate for the auxiliary and also provide liaison with school authorities. Time should be scheduled within the school day for each professional-auxiliary team to review their experience and plan together.

The right of incumbents to advancement shall be protected as new projects with new types of recruitment and placement are initiated.

Each principal should recognize, accept and exercise his central role in articulating an effective team operation within his school -- a team which includes auxiliaries as an integral part of the whole. It is the principal's understanding and interpretation of programmatic goals as well as his support and encouragement which make possible new roles, new relationships and new approaches in education.

Possible Functions of Auxiliaries

If, there is an openness regarding the question of who will do what and when, functions will not be assigned to auxiliaries on the basis of rigid job descriptions. Rather, functions will be assigned primarily on the basis of the pupils' needs in each learning situation with the emphasis on what must be done, rather than on the status and rank of those who do it.

This is the essence of a team approach. Naturally, the contribution each person on the team is capable of making at that particular point in time will also be taken into consideration.

Job descriptions for auxiliaries may be necessary to set limits on what auxiliaries may do so as to prevent their underutilization or over-utilization.

The thrust should be toward a balanced utilization of the auxiliaries. It is urged that part of their time be assigned to helping with routine tasks which make the job of the professional more manageable (i.e. manipulating things such as bulletin boards or typewriter) and that an increasingly large proportion of their time be assigned to tasks which directly support the learning-teaching process, (i.e. individual tutoring, on the spot translations, or small group work with pupils). It is in direct pupil contacts that the auxiliary's contribution as a link between home and community may be realized.

The professional in each situation is ultimately accountable for the learning that takes place (or does not take place) and for the services that are rendered. Introduction of auxiliaries adds a new dimension to this highly important role. Hence, when general guidelines have set the limits, the professional to whom an auxiliary has been assigned should have the freedom to experiment and to develop appropriate functions for his assistant at each stage in an ongoing process. Pupil needs may change. The capacity of auxiliaries to perform productively may grow. The professional himself may become more comfortable in his dual role of leader and teacher. The support given by the administration to the utilization of auxiliaries may increase.

The range of potential among the auxiliaries, themselves, is great. In small, rural communities where there are relatively few opportunities for self-development (such as access to museums and well stocked libraries,

as well as participation in training programs for auxiliaries), there may be a need for more patience in the evolution of the auxiliary as one who contributes directly to the learning-teaching process.

The age level of the pupils and language competence are variables to be considered in the assignment of tasks. In pre-school and kindergarten, the auxiliary and the teacher appear to be doing the same things. Outwardly, this is true. However, the teacher is primarily responsible for structuring the environment, analyzing how each child behaves within that environment, and then restructuring the situation to serve the children.

In working with older children, the difference between the role of the teacher and the auxiliary is more obvious. There is more emphasis on content in intermediate and secondary schools. The teacher presents new material. The auxiliary may assist in the process of reinforcement. (Particularly in language laboratories, and where concurrent simultaneous use of two languages are being used as mediums of instruction). The auxiliary may provide the personal assistance which is so vital in addition to his authenticity of the language used.

The tendency in high schools is to utilize auxiliaries primarily as general school aides or service aides to perform clerical services, hall duty, lunch room duty and the like. Certainly, such routine tasks should be <u>part</u> of the auxiliaries' repertoire of skills. It would be ironic, indeed, if professionals were asked to perform all the less rewarding tasks so as to free the auxiliaries for direct contact with the pupils. There exists some limited opportunity, however, for auxiliaries to establish relations with children in an office as well as in a classroom. In high tension areas of the inner city, hall duty is a delicate, difficult and highly important operation. Those who are alert to the tremendous possibilities in this new human resource, have provided opportunities -- even at the lowest job category --

for meaningful contacts with pupils so that auxiliaries may have a sense of contributing directly to the educational goals of the schools, rather than contributing only indirectly, by freeing others to do their work more productively. The dual role of the auxiliary (task-oriented and pupil-oriented) seems possible, even at the secondary level. The bilingual auxiliary adds another role by exercising functions that require bilingual-bicultural skills.

Specific recommendations for the types of functions assigned to bilingual auxiliaries include:

a. Assistance in the learning-teaching process (such as: helping the slow learner at his seatwork; listening to a pupil tell a story; interesting a restless pupil in some available activity; taking charge of a small group which is working on a special project assigned by the teacher; talking quietly to a pupil who is upset).

b. Home-School Interaction (such as: visiting parents of children who are new to the school to welcome them to the school community; talking with parents about the school's goals and how they can relate this information to the children's homework; listening to parents who wish to say what they feel about their child's education and what they expect or want from the school; answering calls from parents and greeting those who visit the school; giving simple information which may be requested by parents, or referring them to the appropriate person within the school in response to more complex requests; helping to plan and organize parents' meetings).

c. Assistance to the counselor (such as: greeting persons who come to the counselor's office and making appointments, if necessary; talking to parents of children who have been absent or to such children and their parents together; listening to children who have been sent to the counselor's office because the teacher believes they are too upset to remain in the classroom, and perhaps involving them in some diverting activity while waiting for the counselor).

d. Library Assistance (such as: helping children find books and other materials; helping them look up information in a book; reading stories to a group of children; filing and cataloguing books).

e. Assistance in language laboratories and bilingual instruction (such as: helping children for whom English is a second language; explaining to children the operation of equipment and other forms of programmed instruction; helping pupils understand their own learning needs as revealed by the machines).

Bilingual reading assistants in the lower East Side of New York worked with children from Puerto Rico and Oriental children, with the result that some who had never joined in class discussion before began to participate, and some who had never spoken of school at home, who had, in fact, avoided the subject when questioned, would talk about school with their parents.

f. Assistance in special programs in art, music, theatre and social studies (such as: using the skills of auxiliaries who are gifted in music and painting; conducting field trips to museums, walks around the community and visits to local hospitals, police stations and fire stations; collecting materials for special projects and experiments).

g. Reserach Assistance (such as: interviewing pupils and neighborhood persons with tape recordings; tabulating simple data).

h. General School Services (such as: typing, running a duplicating machine; filing; preparation of materials and displays; keeping health and attendance records; checking supplies; checking playground equipment for safety; operating equipment such as film projectors, slide projectors, tape recorders; taking charge of pupils on various occasions, such as during lunch, in hallways, on the bus; assisting in preparation of food).

The Bilingual Teacher in School and Community Relations in New York City

The position now known as Bilingual Teacher in School and Community Relations was formerly known as Auxiliary Teacher. The title was officially changed on February 21, 1968. Over the course of the years, as the number of Spanish-speaking children increased and the value of the position became more apparent, the number of positions was increased.

In recent years, the growing number of newly arrived Chinese-speaking children coming into some schools in the New York City Area, pointed to the

need of creating a bilingual teacher position to meet the needs of those children and parents. At present, we have Chinese Bilingual Teachers in School and Community Relations covering several schools in the Manhattan area.

The work of the Bilingual Teacher in School and Community Relations can best be described through the three major functional roles which he plays: 1) as a community relations agent, 2) as a participant in the guidance process, and 3) as a resource person.

The bilingual teacher opens and maintains channels of communication between school and community. He utilizes his bilingual and bicultural knowledge and skills to assist in any aspect of the guidance of the pupil. He is also an important school resource in the implementation of programs which strengthen and enhance the cultural heritage and self-concept of the children learning English as a Second Language. The program's main goal is to ultimately bring about better interrelationships among all groups for the benefit of all the children in the New York City schools.